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ABSTRACT

This booklet presents information to help parents understand their children's citizenship development and suggests activities which parents can supervise at home or in local communities to enrich their children's citizenship experiences. The booklet explains that three main influences on children's citizenship development are role models (people that children imitate), institutional environments (children's physical, social, and emotional environments), and individual development (the way children grow and mature). Chapter I summarizes in layman's language theory and research on the complexity and purpose of citizenship education: describes an active approach to citizenship education; and explores the significant influences upon children of role models, institutional environments, and individual development. Chapter II describes 27 activities which parents and children can do at home or in their communities. Emphasizing the influences discussed in chapter I, the activities involve elementary and secondary grade children in exploring their interactions and responsibilities as family members, community members, consumers, and members of a multicultural society. Descriptions of the activities include age level, materials needed, skills involved, time required, objectives, and step-by-step directions. Some of the community programs are outlined in more general terms. A concluding section summarizes activities for children to do in school. These are described in depth in a related document SO 012 404. (AV)

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WORDS INTO ACTION:
A Home and Community Guide to Children's Citizenship Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Introduction

What do you think of when you hear the words "citizenship education"? Perhaps it's the civics class you had in ninth grade or your American history course in senior high. Certainly that is part of what the term means. But there is more to it than what goes on in social studies classes. Citizenship education happens all over the school. In math class, for example, when the teacher scolds Johnny for waving his hand too enthusiastically, the children learn that in school being quiet and passive is better than being active and noisy. In gym when the class votes on whether to play soccer or baseball, youngsters find out firsthand about majority rule.

Citizenship education also occurs in the community and in the home. Children walk along streets littered with trash and learn that people don't seem to care about how their neighborhood looks. Or they watch a new governor being sworn in on TV and learn that a woman can hold a high public office. Or they listen as their mother calls the mayor's office with a complaint and discover that it is possible to take on City Hall.

These kinds of experiences and many others serve to prepare children for their role as citizens of a democratic society. But there are many indications that such preparation is not enough: the decreasing number of people who vote in national elections, for example, or the increasing number of citizens who say they don't trust government at any level. Another indicator is the rapidly rising pregnancy and suicide rate among teenagers, as well as the increased number of young adults who don't understand how the American political system functions.

Educators are aware that present citizenship education efforts are not working. Over the past decade they have called for further study of the factors that influence how children learn to be citizens and how citizenship education programs can be made more effective. In response to this call, researchers in recent years have carried out an impressive number of studies in citizenship education and have developed a substantial amount of theory and a large number of recommendations for its improvement. The problem now is to get the theory, research, and recommendations translated into practical everyday

language so they can be used by the people who actually are educating the youngsters—parents, teachers, scout leaders, religious leaders, etc.

This booklet, *Words Into Action*, is offered as one answer to the problem. It contains information to help you understand some things that may influence your children's citizenship education. In addition it gives you some practical suggestions about how you can help your youngsters to better prepare for citizenship. Although the booklet's contents summarize a wide range of research and theoretical literature, we are anxious to make it easy to use; so we have tried to keep the language as straightforward and as free of technical jargon as possible. When technical terms must be used, we have tried to explain them. Materials offering more scholarly discussions are included in the bibliography.

Words Into Action is not intended to be a comprehensive examination of all areas of citizenship education. Nor is it intended to cover all the things that might influence children's citizenship education. Rather, it focuses on three key influences: role models, institutional environments, and individual development. Role models are people that children imitate. Institutional environments are the physical, social, and emotional surroundings of children; and individual development is the way children grow and mature.

We chose these three influences for several reasons. First, much of the present theory and research in citizenship education is centered around these factors. Second, it is generally agreed that these influences have a powerful and long-lasting effect on children. Third, it is strongly suggested that these influences play an important part in the development of two important aspects of citizenship: personal responsibility and social responsibility.

In the first chapter of this booklet, we summarize a great deal of theory, research, and commentary to help you understand citizenship education in the United States today. In this summary we draw from many educational authors, commentators, and researchers as well as from experts in other fields such as sociology and political science. In the first section of Chapter One, we discuss the general field of citizenship education: its purposes; its complexity; and two ways of approaching it. In the second section we describe the three key influences mentioned above—role models, institutional environments, and individual development—and we present some recommendations for changing these influences to enhance children's citizenship education.

In the second chapter, we offer a sample of educational activities and programs developed by people who work with children every day. These activities and programs can be easily adapted and used in a variety of home or community settings. They are, in most cases, based on the research and theory summarized in the first section. Each one is an application of one or more recommendations about the influence of role models, institutional environments, or individual development.

WORDS: Theory and Research in Citizenship Education

I. Investigating Citizenship Education

The idea that people should be educated for their role as citizens goes back to the ancient Greeks. But the idea of studying how that education could best be carried out is relatively recent. In the beginning, studies of citizenship education were inconclusive and often the results of these studies seemed to contradict each other. Reading what these early investigators wrote gives one the impression that they had difficulty even defining citizenship, let alone deciding on the attitudes and behaviors that made up a good citizen. One also gets the impression that, even when they settled on a definition, these researchers were not sure what caused children to become good citizens. More recently, researchers have faced these two problems—how can citizenship be defined and what causes good citizenship—head on; many have found promising answers. We stress, however, that this research is still going on and much has yet to be done. This means that many studies of the factors related to citizenship education are long on theory and hypothesis, but short on genuine research information—the kind of precise information usually associated with the physical sciences.

This situation makes citizenship education an interesting field to summarize. The reader should be aware, however, that many conclusions and recommendations in this field are opinions. As opinions, they reflect value biases, no matter how objective or well thought out they may seem.

In this regard, *Words Into Action* is no exception. The booklet summarizes a great deal of opinion as well as research. We feel the opinions and theories are expert, well-rounded, and legitimate. But nonetheless, they are not facts. They reflect the values of the men and women who have proposed them; and, to some degree, they reflect the values of the men and women who have summarized them for this booklet.

The authors of *Words Into Action* believe that citizenship education should be based on the American tradition of responsible participation. It should focus on the democratic principles of liberty, equality, and rational dissent, and should relate these principles to contemporary social problems. In our opinion, citizenship education should include learning about America's unique cultural, legal, and social institutions and traditions. It should also help children to develop useful political, legal, and social skills. Finally, we think it should promote a sense of pride in our nation and a commitment to doing what one can to make our country better.

This, then, is our value bias. It has been reinforced by what we've read about citizenship education. We found that a majority of authors in the field describe citizenship education much the way we just described it in the last paragraph. In addition, most of the current theory and research in the field are based on assumptions about citizenship education that coincide with this same point of view. So we admit our value bias, confident that we are in good company. It should be noted, however, that in our reading we did not exclude other viewpoints of citizenship education. We wanted to at least be informed about all points of view. Most of the work that is summarized in this booklet, though, does represent authors who see citizenship education the same way we do.

Definition and Purpose

In order to come up with a definition of "citizenship education" to use in this booklet, we reviewed literally hundreds of definitions. By picking out the common elements among them, we arrived (by necessity, somewhat arbitrarily) with the following: citizenship education is instruction that will help children develop a sense of personal and social responsibility.

To be personally responsible means that you care about your own well-being. For example, you care enough about your health and safety not to smoke in bed. To be socially responsible means that you care about the well-being of others. If you see a house on fire, for example, you care enough for the health and safety of others to notify the fire company.

Even given the great variety of opinions about citizenship education and its purposes, most experts agree that the purpose of citizenship education is to provide children with the opportunities and guidance that will help them develop their sense of personal and social responsibility. This is not a new idea. Since the earliest days of our country, parents, and teachers alike have tried to teach responsibility in one form or another. It is one of the accepted goals of public education; and it has been named, over and over, as one of the explicit duties of American schools.

An Active Approach

Throughout the years, education for personal and social responsibility has tried many approaches. The most common approach today centers around schools. It is assumed that courses such as Problems of Democracy, civics, or American history will teach children to be responsible citizens. In addition, school-related extracurricular activities, such as student government or service organizations like De Molay and the Junior Chamber of Commerce, supplement classroom work and are intended to offer children further experiences with responsibility.

The classroom activities of the school-centered approach to citizenship education concentrate mainly on fact and theory. Students memorize names and dates. They learn, usually from books, about the purpose and structure of our political or social institutions. They are asked, for example, to learn why the separation of powers is included in the United States Constitution, or to

memorize the date when the Declaration of Independence was signed. Or they may be required to compare or contrast types of government or outline various parliamentary processes.

To be sure, this approach does teach important facts, processes, and theory, all of which are essential to good citizenship. But learning facts and theory is only a start.

An alternative approach to citizenship education begins with the premise that future citizens need to know how to apply their knowledge. They need to be able to use theory effectively in their political, social, and economic lives. In addition to facts, they need to learn the skills which lead to personal and social responsibility and the attitudes to support those skills. This approach calls for preparing children to both want to and be able to take an active part in shaping their society. It means making learning relevant. It is an active approach to citizenship education, and it marks a departure from, or extension of, the typical citizenship education program.

The active approach is based on learning theory and research that grew out of the educational reform movements of the 1960s and 1970s. The results of these studies strongly suggest that knowedge of facts and theories must be supplemented by activities in which children use and apply this knowledge. Facts and theories must take on personal meaning through some kind of personal experience; that is, students need to make their own discoveries, in their own ways, and at their own speed. By combining the active (doing) with the passive (thinking about), citizenship education will make sense to children and will encourage them to participate in society. Most importantly, it may influence how they behave as citizens when they get to be adults.

The active approach to citizenship education recognizes the important part that home and community play in the citizenship education of children. For one thing children spend more time in these two settings than they do in school. They also learn a lot at home and in the community from magazines, newspapers, conversations, movies, television, clubs, friends, and the like. Many researchers claim that children often learn more about the world from these sources than they do from the school. Some even think that the informal education from family, friends, and the media at times may cancel out much of what is taught in the classroom. In any event, most agree that home and community are powerful educational forces. So to use an active approach to citizenship education we should capitalize on children's out-of-school experiences.

In addition, if we are to use an active approach, we should think differently about the aims of citizenship education. We are not teaching youngsters facts and skills just so they can pass a test or solve some problem in a book. Instead, we are teaching facts and skills that children need, both now and as adult citizens, in order to take part in their world, be it home, school, community, or beyond. This means that children's everyday activities should be the starting point for their learning; and the skills and knowledge that they are taught should be things that will help them to participate effectively in these activities. Children should read newspapers as well as textbooks, for instance.

And if learning is relevant, it will probably remain with children long after they have left school.

The active approach also calls for children to become actively involved. For example, suppose you are teaching your youngsters how to read the newspaper. You could use the newspaper just as a source of words to be memorized or facts to be comprehended, and ask questions like "What did the President say about the energy crisis?" But if you were to apply the active approach you would use the newspaper to teach your youngsters how to analyze what they read, how to form opinions of their own about the President or the energy shortage, and how to discuss their own points of view.

Finally, in an active approach you shouldn't be limited to teaching just facts and skills. You should help children develop their attitudes. But you should guide rather than instruct. Simply telling children how they should feel about themselves and others usually does not work. But you can help children develop positive attitudes about themselves and about other people, again, by capitalizing on their everyday experiences. You can help your youngsters feel that they are important. You can show them that their opinions count and that they can help decide how things should be. You can point out to them how what they do affects their family, friends, and other people around them. You might use the newspaper as a springboard for this kind of learning, too. Articles, editorials, or letters to the editor might spark frank and nonthreatening discussions about feelings or attitudes. With your guidance, children can learn to make judgments, choose alternatives, and clarify what things are really important to them. With your help they can learn to balance their wants within the framework of society's rules and customs.

Benefiting From the Active Approach

By and large children usually prefer active learning that is not limited to the school or classroom. They find it stimulating and relevant, and significantly they seem to learn more from the active approach.

The payoff of using an active approach to citizenship education, however, may go beyond just increased learning. Many experts argue that effective education for social responsibility is vitally necessary for the society as well as for the individual. They contend that children who are denied the chance to develop and practice responsibility feel unimportant, useless, and alien to society. Such feelings are often expressed as cynicism or apathy. They also may lead to some form of violence, vandalism, and drug abuse, or other antisocial behavior.

There is ample evidence that participation and active involvement can be effective in educating for responsibility. For example, one program, Open Road, has had great success in urban schools in California. In this program, students take part in a wide variety of decision-making activities from which they have been traditionally excluded: e.g., writing codes of student rights and responsibilities, selecting textbooks, and even helping select the school principal. Special leadership training is provided for which students receive academic credit. This project is having a positive effect on the students, the school, and

the community. Students learn to become responsible decision makers. They enhance their self-esteem, participate enthusiastically, and often start up other constructive projects, such as improvements to the school building and grounds or community work with the elderly.

In another program, EXCEL, chronically truant and disruptive children sign contracts agreeing to attend school regularly, to cooperate with teachers, and to spend two hours a day studying outside of school. The children's parents and teachers in turn agree to help the children fulfill their contracts. In most cases, the students in this program have risen to new responsibilities. Schools participating in the program report higher attendance, higher achievement, fewer discipline problems, and better rapport among students, teachers, parents, and community members. Again, the enthusiasm and self-respect generated in this program have gone beyond the school as many students become responsible, self-disciplined, and politically active community members.

These are only two of many projects that demonstrate the benefits that can be derived from children's active involvement in responsible activities. Young people learn that adults appreciate and reward responsible behavior. Because of this, they begin to seek new opportunities to participate. Thus, the involvement serves as a counterforce to antisocial behavior or dropping-out. In addition, youngsters learn a critical lesson: good citizenship includes doing something and contributing to our way of life—not just enjoying its benefits.*

*For summaries of other programs that have successfully used participation and active involvement, we recommend *Experience-Based Learning: How to Make the Community Your Classroom*. This book is available from Northwest Regional Educational Laboratory, 710 S.W. Second Avenue, Portland, Oregon 97204.

II. Influencing Citizenship Education

We now turn our discussion to three general influences that affect children's citizenship education: role models—people that children imitate; institutional environments—children's physical, social, and emotional surroundings; and individual development—the way children grow and mature. As was stated earlier, one or more of these three influences were the focus of most of the research literature we examined. Furthermore, the researchers suggested that by making changes in these three influences we could enhance children's citizenship education. Just how these three factors influence a child's citizenship education is discussed in the pages that follow.

Role Models

Role models are people children admire enough to imitate. They may be parents, teachers, friends, television stars, or sports figures. In many cases, children think that whatever these people do or say is right, true, normal, and desirable.

Research shows that role models can influence children in a variety of ways. Sometimes this influence is intentional, as when parents or teachers give children information (or their interpretation of it) about such things as government, history, the law, or characteristics of ethnic groups. In other cases, the influence may be unintentional and therefore more subtle and difficult to see. Your children may copy your behavior, for example, even when you aren't aware that they are doing so. For instance, youngsters often copy the way role models make a decision—whether they rush through or stop to think things out. They also frequently imitate the way role models express a judgment and interpret facts or even the political party role models adopt. We have all heard children claim to be Democrats—or Republicans—even before they have any idea of what the words mean, simply because they have heard their parents say that they belong to that party.

In addition to imitating behavior, children tend to mimic role models' attitudes, opinions, and values, even when they are not stated. Your children may not only treat people of a different race the way you treat them, they may also have attitudes toward them that are very similar to your own. Or, to consider another example, children may imitate their parents' attitudes toward obeying, or not obeying, the law. Children who see their parents consistently drive over the speed limit may feel it is all right to ride their bicycles on the sidewalk even though traffic regulations make it illegal to do so.

Because children learn so much by watching, listening to, and absorbing the behavior and attitudes of role models—whether the role models expect them to or not—it is important to be aware of who might serve as role models for children and how these persons might exert their influence. For children under the age of seven or eight, parents and older members of the family are usually the most influential. Children copy their behavior, the way they make decisions, and the way they take part in the world around them. The opinions of these role models are taken as facts, and their attitudes are accepted by the children without question.

Once children enter school, however, teachers enter the scene as role models. Teachers provide their students with factual information and in this regard are seen as the supreme authority. They also influence children through their behavior. How often have we heard youngsters parrot their teacher? For example: "Mr. Lopez says that it *never* rains in the desert in the summer," or "Ms. Novak says that most people usually learn to like cauliflower." What we may not realize is that children also often copy the way teachers make decisions, treat other children, or show respect for authority.

As children enter adolescence, friends and the mass media replace parents and teachers as the most influential role models. Children of this age want to dress like their friends and wear their hair in the same styles. They want to see the same shows, go to the same parties, and support the same causes. It is almost a cliche to say that teenage behavior is conforming behavior—even when it is nonconforming. Let the rock star who is the current teenage idol take up an Eastern religion and in a week's time thousands of teenagers will have begun to chant on street corners.

The influence that peers exert is often intentional and obvious. They want to persuade their friends to be as much like them as possible. The same may sometimes be true of the media's influence. A political campaign advertisement or a documentary on some social problem, for example, may openly seek to persuade. On the other hand, the influence of both peers and the media can be subtle, such as the health message implied when your daughter's friends all light up cigarettes or the cultural message implied in a situation comedy show.

The question of how much television programming and peer group pressures affect teenagers' behavior is one of concern for many parents. Research studies show that usually children pay the most attention to messages that reinforce the attitudes and behavior they have already adopted. They tend to tune out those messages that do not reflect what they already believe. There are exceptions, however. In some cases teenagers may change their point of view or their way of behaving because of their association with certain friends or because of exposure to the media. This usually happens for one of two reasons. First, new options that the teenager never considered before may be presented in a desirable light. For example, the follower of a certain religious cult may present a pitch that promises freedom from anxiety. Or a television program may show the benefits promised by a lesser known political party. Second, new information about a subject may cause the teenager to reconsider his or her attitudes or actions and eventually change them. An obvious example of this effect was the widespread change in attitude toward the President and the Presidency among both youngsters and adults as a result of the media's coverage of Watergate and the war in Vietnam.

Recommendations

It is generally agreed that role models play an important part in citizenship education, as well as education in general, largely because they are so readily accepted by the child. It is important, therefore, to make sure that the persons serving as role models are committed to setting a good example and to

using their influence constructively. Some specific recommendations from educational research and theory are:

- Provide information accurately and clearly. Whenever possible, you should tell children the source of what you say. For example, you might say something like, "I heard on the six o'clock news that . . . ." or "I think . . . ." Children must learn that there is a difference between fact and opinion and that there is more than one way of looking at most things. Help youngsters learn how to tell whether information is true by recommending ways and places to find reliable sources. Also let children know that you are willing to explore various, and even opposing, points of view. In this way, you will encourage your youngsters to seek other opinions, to compare and evaluate those opinions, and thus to arrive at their own personal points of view.
- Avoid either oversimplifying or overcomplicating information. Cover only those parts of the idea that are relevant, and discuss them in a way that has meaning for the youngster. If the child wants to know more, he or she will usually ask further questions. But also take the time to explain matters that are complex and cannot easily be simplified. It is important for children to realize that the knowledge, skills, and attitudes associated with personal and social responsibility are not simple and that understanding them can be difficult.
- Be aware that actions do, indeed, speak louder than words. Children tend to do as adults do rather than as adults say. You should be particularly aware of how you intentionally and unintentionally influence attitudes. Your child is likely to copy your way of looking at things, be it critical, skeptical, or impulsive.
- Explain the basis for your actions and attitudes. By talking about the motives behind your beliefs or behavior, you can help children realize that attitudes and actions can be examined and that talking about them is part of the analysis. Also, such analysis will demonstrate that it is important sometimes to analyze and evaluate one's own beliefs and actions, an attitude children will likely adopt.
- Provide children with the opportunity to develop their own personality. Children should be taught not to adopt attitudes and values without question. Let children know that it is important for them to form their own opinions, and that their thoughts and beliefs are of value. In short, help youngsters to discover personal and social responsibility without preaching or dogmatic teaching.

Institutional Environments

This next influence on citizen education, institutional environment, has recently received a lot of attention in educational circles. The term was first coined by sociologists who use the word "institutional" to refer to the organized groups people belong to, like a family, a school, or a social club. They use the word "environment" to refer to a group's physical surroundings, its social and political structure, and the values which its members share and express. Thus, when we talk about the influence of institutional environments on children, we

are talking about how children alter their behavior, their values and attitudes, or their general personality as a result of belonging to various groups.

Most groups operate according to a system of rules that define acceptable and unacceptable behavior. The first thing that children learn when they become part of a group is this system of rules, and this learning can take place at a very early age. Babies in the first few days of life discover, for example, that in this particular family group, crying does or does not bring attention; this information in turn influences their crying behavior.

In addition, institutions have a system by which decisions for the group are reached and carried out, as well as a system of values or beliefs that members hold in common. Children must learn both of these systems as they become members of an institution. They come to discover, in their family group, for example, that it is Mommy and Daddy who decide when the television set is to be turned off. Or they learn that their family expects people to get dressed up when attending religious services.

Schools offer another common example of institutional effects. Schools have systems of rules which tell children exactly what they can and cannot do. Also, there are explicit systems for reaching and carrying out decisions in schools; for the most part, what teachers say, goes. Finally, most schools have value systems that children are expected to adopt, e.g., neat work is good work, or learning is important.

Children can learn the various systems of an institutional environment in ways that are both obvious and hidden. For example, they often accept and adopt the rules and values that are taught at home or in school. In a less obvious way, they learn by watching and imitating the actions and attitudes of those in institutional authority (principals or parents, for instance), those they admire (perhaps teachers or older brothers or sisters), or other children close to their own age. Children experiment as they watch others and imitate what they see, testing to find out how people are rewarded in an institution. By checking who gets the most attention or benefit in the institution and by learning what actions or attitudes are most acceptable and why, they learn the rewards of the institution and begin to understand what is correct, responsible behavior for that setting.

Experts feel that four types of institutions—family, school, groups of friends, and community or service groups such as Boy Scouts, Campfire Girls, YMHA, or the church choir—have the most influence in children's lives. To begin with, children spend most of their time in these institutions. Also, these institutions provide a large number of role models for children to imitate. Furthermore, the specific purpose of two of these institutions, family and school, is to mold children's behavior, thoughts, and beliefs in order to prepare them for adult life. The other two institutions, friends and community groups, have added influence because children usually join them voluntarily, thus indicating a willingness to adapt to the group's demands.

Most research and theory about family, school, community, and peer institutional environments talk of three ways in which these groups influence children's citizenship education. These ways include how the institution mirrors

the real world, the way its power structure operates, and the values and attitudes its members display.

Most people believe that when children adjust to the environment of their family, school, community, and friends, they are preparing themselves for the real world, and gaining knowledge and skills useful later for effective, responsible citizenship. This belief is based on the assumption that these environments fairly reflect the outside world.

However, an institution can be out of step with the larger society. For instance, it may not be providing learning experiences needed in everyday life. Statistics show, for example, that many adults do not vote because they never learned how or no one ever explained to them why they should. Many people who do vote don't do so intelligently. They may choose the candidate who is most popular, regardless of his or her qualifications. Such apathy or ignorance is often blamed on the home or the school which did not prepare these people to participate effectively in their world.

Institutions may also be out of step in the way they describe society. For instance, a school may give children the impression that there is nothing wrong with this country; that it is a place where hard work is always rewarded and where injustice is always punished. Other institutions, however, such as some radical paramilitary groups, may try to get children to believe that it is impossible to get just treatment in America without resorting to violence. Incidentally, children may learn either of these attitudes at home, too.

The failure of institutional environments to mirror the real world accurately and to prepare children adequately for participation in that world may have serious consequences. There is some evidence which shows that children who realize that their preparation for the real world is inadequate or irrelevant may turn against those institutions that failed them. They may drop out of school or become isolated from their families. Worse still, they may turn to drugs or some other form of antisocial behavior. This trend increases as children get older. Some studies show, for example, that cynicism toward our society and its political system increases in proportion to the number of years children spend in school.

Many authors, in describing the failure of institutions to prepare children adequately, focus on the second way in which groups may influence children's citizenship education: the way groups' power structures operate. To these authors, repressive and authoritarian institutional power structures are behind the failure of most American institutions to provide children with the knowledge, skills, and attitudes needed if they are to be personally and socially responsible.

In an institution, power structure means more than simply who is in charge. It also refers to how decisions and rules are made and enforced and how conflicts are resolved as well as who takes part in making and enforcing the rules and decisions and settling conflicts. It includes how attitudes and opinions are formed and expressed and how moral and ethical standards are created and passed on.

One obvious way the power structure exerts influence is through the exercise of its power. Children discover how the power structure operates in

one institution—the family, for instance. They then use this model of power as a frame of reference for their attitudes toward the power structures of other institutions. Often they discover, however, that the style of operation differs from one institution to another. A child raised in a democratic family—one that makes decisions as a group—for example, learns how to function within that kind of take-a-vote, majority-rules power structure. But the same child may be at sea in the more authoritarian setting of the school and would have to learn how to operate in that different type of structure. Experts believe that exposing children to alternate kinds of power structures helps them learn, and be comfortable with, a variety of operational styles.

Experts also link the operation of institutional power structures specifically to the development of decision-making skills, the ones needed to make well-thought-out, useful, and effective decisions. These skills require a lot of practice and children develop them by using them often and systematically in the context of many different issues. If children are helped and encouraged to experiment with and practice their abilities to reason, weigh alternatives, think of consequences, and evaluate actions, they will learn to be competent decision makers. If they are not permitted to practice these skills, they may tend to be indecisive, to jump to conclusions, or to choose haphazardly. The institutional power structure can encourage or deny such practice.

Other authorities suggest that children's experiences with the power structure of their family, school, community, or peer group have an influence on their attitude toward power itself. If they are involved in the power structure—if they make decisions and are given opportunities to be responsible for their decisions—they will probably have a positive view of power and of themselves. They will begin to understand how to exercise power responsibly and to appreciate the fact that rules are necessary to make society run smoothly. They may also begin to see that they have control over their own lives, which in turn will encourage them to act responsibly. If, on the other hand, children are continually excluded from the power structure's operation, there is evidence which indicates they will come to view power as repressive, something to be resisted, feared, and fought.

In addition to influencing children's attitudes toward power and toward themselves, institutions may influence other attitudes and values that children hold. Every institution has certain values which its members hold in common. In many cases, these values are taught directly to the young. The family, for instance, may teach the values of honesty and religious faith. The school may teach the values of cooperation and self-control. Many community groups also teach values and beliefs. Even among informal groups of friends, certain values such as loyalty or sacrifice are mutually taught and learned.

Children tend to adopt the attitudes and values taught by family, school, or friends because they see them as official policy or because they are unaware of any alternatives and simply see these things as facts or as the truth. Or they may come to adopt these values because, along with rules for behavior (which may in themselves be values), the values outline what is or is not rewarded by the institution. Parents who say they will pay for their children's college tuition

but not for their trip to Fort Lauderdale, for example, are openly both advocating and rewarding an institutional value—that of education.

Many institutional values, however, are not taught or rewarded quite so directly. Often an institutional environment is permeated with hidden value messages which can have a very powerful influence. Take, for example, a certain elementary school which represents the "back-to-basics" alternative in its district. It has, as part of its system of rules, a dress code. Before students are accepted for enrollment, their parents must agree in writing that they will not send their children to school wearing jeans or sneakers. The reasoning behind this rule is that jeans and sneakers are clothes associated with play. The children, however, do not go to this school to play; they go to work and to learn. Therefore, they should wear clothes that look businesslike.

What hidden value messages does this kind of a rule convey? One is that there is a difference between having a good time (playing) and learning (going to school). Another is that clothes show whether the wearer is serious or not (ready to play or ready to work). Still another is that people can be characterized by the way they look. Other hidden messages may be found in this example, but these few illustrate the power this kind of influence may have.

Many other examples of hidden value messages may be found in everyday happenings. Some children laugh at a boy whose hair is not the fashionable length; other youngsters in the group get the message that being different is unacceptable. A father is too busy to go to the polls on election day; the hidden message to his children is that voting is not important. A mother tells an ethnic joke; the hidden message is that some ethnic groups are less valued than others.

The important thing to remember about hidden messages is that because they are subtle and picked up almost unconsciously, children usually adopt the value or attitudes they convey without thought or question. Many of children's values, attitudes, beliefs, and prejudices are formed in just this way—as a by-product of the hundreds of hidden messages youngsters unthinkingly absorb from their institutional environments.

Recommendations

Authors writing about institutional environments agree that if we want to prepare our children to be personally and socially responsible, then we must provide environments that allow them to learn and assume that responsibility. As a Presidential Commission once concluded, "You don't train aviators in submarines." If we expect our youngsters to be good citizens of a democratic society, then we should not be rearing them in institutions that are autocratic. Rather we should seek to place them in institutions that are as democratic as possible.

Democratic institutions are ones in which all members of the group take part in making and carrying out decisions. They are institutions where power and authority are the result of consensus. Members of such institutions obey the rules and are committed to decisions because they feel they have contributed to making the rules and decisions. They generally are well-informed, cooperative, knowledgeable, and capable of assuming responsibility.

In short, democratic institutions are ones in which all members are effective participants.

A great deal of theory and research has dealt with the positive effects that democratic institutions have on children. Children who have experiences in such institutional environments are more likely to know how to make decisions and to be motivated to take part in decision making. This is because in a democratic institution children share the responsibility for and gain experience in making the decisions and rules that govern the group. They learn how to weigh alternative opinions, negotiate, and rationally disagree. Moreover, they come to appreciate these skills. Their participation in institutional affairs is encouraged. In addition, their self-confidence is increased. They see that their actions matter, that their opinions count, and that they really can have an effect on the decisions and rules they live by. In short, children in a democratic institution learn to be effective in their world—and to enjoy it.

Experts in citizenship education generally agree on the benefits of a democratic institutional environment for preparing children to be personally and socially responsible. Almost every author recommended that a democratic environment be created in families, in schools, and in community groups. Specific recommendations for doing this are:

- Institutions should attempt to create an open environment in which children are not only allowed, but also encouraged to take part in decision making. The environment should also permit children to arrive at their own values and to form their own attitudes. Dissent should be tolerated. Children should be encouraged to voice their own opinions as well as to develop tolerance for other people's points of view. As with any learning experience, the children's age and level of maturity must be taken into account. They must be able to handle the responsibility of making decisions and expressing their opinions and should be able to recognize the benefits that come from an open atmosphere. Generally children will benefit most from a democratic environment that allows them to take part in activities which they find meaningful and ones which match their level of development.
- Institutions should attempt to create an environment that prepares children for the real world. Children should be taught skills and knowledge they can use for both present and future participation in society. They should be helped to develop values and attitudes that will enable them to be productive and effective. If the environment is to reflect the real world, however, it must not give children the impression that good citizenship is easy. If children are to assume a sense of responsibility for the common welfare, they must know that society is sometimes unfair and undemocratic. People do break laws and profit from it. Prejudice exists and discrimination continues to hurt many. An institution must reveal the bad as well as the good, not only to be honest with children, but also to help them recognize those areas that need change. It is, therefore, the responsibility of family, school, and community to make children aware of the full range of social and political activity—good and bad—and, if possible,

provide them with carefully controlled experiences in injustice as well as positive exercises in constructive processes.

- Institutions should attempt to create an environment that is as free as possible of negative hidden messages that may affect children's values and attitudes. Children should be taught to recognize these messages and to discuss them openly and honestly.*

Individual Development

The last area of influence we will discuss is individual development. By individual development we mean the process by which humans grow and mature physically, mentally, and socially. Research and theory in individual development date back more than 75 years; and almost from the start, investigators in this area have linked children's citizenship to their mental, physical, and social growth. Most theories about individual development are based on the assumption that as children get older and mature physically, they also mature mentally and socially. This maturity involves the ability to think and reason logically and to interact with others comfortably and appropriately.

Experts feel that individual development plays a key part in citizenship education because it influences how children take in, understand, and think about information. It also influences how they solve problems, arrive at conclusions, make decisions, and coordinate their thoughts and actions. In addition, it influences how children view the world and the people in it. Therefore, many authorities say that children's individual development must be considered when personal and social responsibility are being taught. Some even suggest that developmental changes and the influences they exert should be the key guide to citizenship education.

Individual development covers a number of different areas. In this booklet we are concerned with four:

- *Physical*, or the development of the body and its accompanying capabilities;
- *Mental*, or the development of the ability to think, reason, and solve problems;
- *Ethical*, or the development of the ability to come to consistent, well-thought-out conclusions to ethical issues, and to live according to a set of consistent ethical standards;
- *Social*, or the development of the ability to adapt to a variety of social situations and to function appropriately in them.

Changes occur in these four areas of development throughout life, but the most dramatic changes happen during childhood and adolescence. In the area of physical and mental development, most authorities suggest that these changes take place fairly predictably. The characteristics of the seven-year-old as described in *Your Child from 6 to 12*, for example, are typical of most seven-

*It should be noted that many of the recommendations for creating a democratic institutional environment involve subjecting children to many hidden value messages, such as the equal value of all group members, or the positive aspects of responsibility. None of the authors who advocated creating such an environment felt that this was inconsistent; in fact, few even addressed the issue. We presume this is because most regard the hidden messages conveyed by a democratic institution as inherently positive.

year-old youngsters. In the areas of ethical and social development, however, many experts feel that change is directly related to children's experiences. That is, as children do different things or encounter different ideas, their ethical and social development may be stimulated. If, on the other hand, children's experiences are limited, their development in these areas may also be limited, slowed down, or even stopped.

These four areas of individual development are interwoven, with each influencing the others. In this section, however, we will discuss each one separately in order to make the total developmental process easier to understand.

Physical Development

A lot of research has been done about physical development, partly because it is so easy to observe and follow in children. A number of the studies deal with the influence that physical development has on behaviors and attitudes. Its influence on children's citizenship education, however, needs to be investigated more thoroughly. At present, the research in this area that is related to citizenship education centers around some children's feelings of hostility, tension, poor self-image, and being left out. These feelings are usually just a normal result of the physical changes children experience as they grow older. They are most obvious in the preteen and teenage years. During this time, such feelings often can be channeled into constructive activity, and, as the youngsters mature, the feelings usually go away. But if the cause of these negative feelings persists, children may prefer to remain socially isolated as adults.

One particular example of prolonged social isolation is society's exclusion of the physically and mentally disabled. Because their special needs are ignored, such persons often do not, and sometimes cannot, participate as full members of the community. The lack of participation often stems not only from the lack of special facilities, but also from attitudes of hostility, apathy, and powerlessness that persist among many disabled adults.

Similar attitudes may be found among many nondisabled people who are members of minority groups. This is true not because being a minority group member represents some kind of disability; rather, it is true because in some ways American attitudes toward racial and cultural differences have created the kind of social environment that excludes many minority persons, just as much as it excludes the disabled, and fosters feelings of powerlessness among them. This environment in turn causes children of these minorities to be hostile or apathetic, or to have a poor self-image. The children then carry such attitudes, and the behaviors associated with them, into adulthood. They fail to take part in or feel responsibility toward a society which they believe has rejected them.

Mental Development

Research in the area of mental development has come up with significant findings. One major conclusion is that as children grow older, they are not only more able to take in information, they are also better able to understand and use it constructively, even when the information is complex. This is important because it means that younger children are only able to deal with things which

are simple and concrete. It is only as they grow older that they become able to deal with things which are complicated and abstract. So nine-year-olds, for example, have a much shorter attention span than 15-year-olds do. Furthermore, the older children will retain more information than the younger ones, and the 15-year-olds will be able to use that information to solve problems that the nine-year-olds cannot.

These conclusions may seem rather obvious but what they imply about how information should be presented to children is very important. If you attempt to teach youngsters something that is too complicated for their level of mental development, they probably will not understand it. Children often deal with new information that is too difficult or too abstract for them by changing it somehow to fit into their way of thinking. They may try to simplify it, and possibly may distort it in their attempt to have it make sense to them. So, if you want nine-year-olds, for example, to learn a certain piece of information accurately, present it to them in a much more concrete way than you would need to use with 15-year-olds.

As we said earlier, the most effective way for children of any age to learn and to make sense of what they learn is through personal experience. This is especially true when we consider the development of children's thinking abilities. Just providing youngsters with more information doesn't necessarily stimulate mental growth. Nor is there any guarantee that it will help them understand more. Instead, mental growth and increased understanding require that children be allowed to practice manipulating information. That means that they be given the chance to order the new information and to make it consistent with what they already know, comparing and contrasting the old and the new. By doing so, they eventually arrive at a more sophisticated way of ordering information — a higher level of understanding. This manipulation for a nine-year-old might involve grouping and sorting cards with the states' names on them, first according to geographical region and then according to the number of their electoral votes. For 15-year-olds, the task might be to describe the alternative consequences that might be expected when a state elects a Republican or a Democrat as governor.

Ethical Development*

In recent years a great deal of research has been done into how a person develops the ability to make reasoned ethical decisions. Many authorities believe that this area of development, like mental development, follows a certain sequence. People go from the stage of making simplistic decisions based on fear to a stage where they make reasoned ethical choices based on abstract principles of justice. To some extent, ethical development is age-related. In other words, the older a person gets, the better able he or she is to make a well-thought-out decision. Older children, who can handle abstract ideas because they are mentally more developed, will probably be better able to deal with an

*In research literature this area bears many names. In addition to "ethical development" it is referred to as "moral" or "moral/ethical" or even "moral/ethical/values development." To avoid confusion and awkward writing, the authors decided to use only one and chose "ethical development" as the one that seemed most clearly to describe the subject.

abstract ethical question than will their younger brothers and sisters. But children do not pass through these stages of ethical development automatically. Some, for various reasons, may never pass beyond the early stages of simplistic ethical reasoning.

As is the case with mental development, ethical development is more than just a process of acquiring information; it is also the process of learning new ways to deal with that information. For example, you may teach children at a relatively early age that it is wrong to steal. Their understanding of why it is wrong, however, will probably change as they develop. In the earliest stage of their ethical development, youngsters might say that it is wrong to steal because their mother will spank them if they do. At a somewhat higher stage, the children's reason for not stealing might be that people won't like them if they steal. And in an even higher developmental stage, the child might say that stealing is wrong because it is against the law.

Ethical development, however, involves more than just the ability to deal with complicated issues and ideas. Also involved are the children's feelings about themselves and other people, and their ability to look at a situation from another person's point of view. Many experts claim that positive personal experiences, ones that make children feel good about themselves and others, are very important to help a child develop ethically.

The relationship of ethical development to actual behavior is also being investigated. The way a person acts may well belie what he or she says. So a youngster may be able to give a well-reasoned answer to an ethical question and yet not act in an ethical way in a real life situation. Because of this, the progress of children's ethical development may be more difficult to assess than their physical and mental growth. You should remember, however, that children need to be given ethical information that is appropriate to their level of development. Otherwise, they may change or distort the information in their attempt to understand it. Likewise, if children are too immature to deal with a complex ethical issue, they may oversimplify it.

Social Development

The development of children's ability to understand and adapt to different situations and people has been examined in a number of ways. Nearly all studies agree that social development is based on expanding a child's view of the world. As a result, to most experts, social development is linked closely with children's experiences with others, with the nature of these experiences, and with the way the child perceives and understands them. The expansion of a child's world does not result from simply having more facts. Rather, it reflects the youngster's increasing ability to see the world from other people's points of view, to predict how others might act, and to plan his or her own actions accordingly.

In many respects, social development is akin to both mental and ethical development. As is the case with these other two areas, children tend to simplify what they do not understand. So they try to make complicated social situations simple enough to fit their social understanding. Consequently, younger children

are particularly apt to adopt stereotypes or to blame themselves when social relations break down, as happens when there is a death or divorce in the family.

Social development probably occurs in a sequenced pattern which, again, is somewhat related to age. All young children begin with an egocentric view of the world, believing that they are the center of all social activity and interest. As they grow, they develop social understandings and behaviors that enable them to recognize the importance of others and to function in different social settings—in addition to family, school, peer groups, clubs, and so on. Thus, as children get older, they become more socially sophisticated, probably as a result of both age-related experience and age-related mental growth. Some authorities suggest that social development is associated with a child's ability to talk. They believe that increasingly sophisticated communication with others leads children to increasingly sophisticated social awareness and sensitivity. In any event, it seems fairly clear that social development requires real social experiences with others, not ones that are simulated or merely observed.

Because it is linked to interpersonal contact, social development, like ethical development, involves more than thinking; it involves how one feels about oneself and about others. This means that it is related to the development of a child's self-image and personality. In a sense, social development can be seen as a process of establishing and defining one's place in a world of other people, periodically reevaluating that place, and adapting oneself to new roles and new people.

Recommendations

As we pointed out above, experts have provided strong evidence which links the influences of these several areas of individual development to citizenship education. The authorities agree that we should take these areas into consideration when we plan children's citizenship education; and if we do this, we can make that educational effort more effective. Recommendations for doing this are summarized below:

- Citizenship education activities should reflect children's levels of mental, ethical, and social development, that is, the level of instruction should be neither too complex nor too simple. The material and activities should be challenging and encourage manipulation and rethinking, but they should not continually make demands that exceed what the children are able to do. Information should be geared to mental maturity, and the social skills taught should match the sophistication of the children's social development. The way in which children are taught—as individuals, in small groups, in large groups, or by a peer tutor, for example—should depend on what the children feel comfortable with, although other groupings should be used occasionally for variety and to encourage the youngsters to be adaptable.
- The learning activities should stress experience—that is, be based on the children's own experiences, provide for learning by way of experiences, and be clearly related to experiences children might be expected to have in the future. Information should be presented in a way that enables children to liken it to something they have seen or been a part of. Children should be

allowed to participate in real (or realistic) situations that, while being sensitive to the children's way of viewing the world, do not necessarily reinforce it—indeed, the situations may be designed to present different viewpoints. Finally, children should be able to see how the activities could be useful to their lives.

- Activities aimed at skill development should move from already mastered skills to new ones. Children should have an opportunity to apply new skills to old situations, old skills to new situations, or new skills to new situations. For instance, children can go from comparing others according to eye color, to comparing them according to other physical attributes, to comparing them according to cultural attributes, to comparing cultural attributes.
- Unique, peculiar, or inconsistent examples should be used in some activities, so that there are challenges to existing understandings and opportunities to devise ways of handling new situations. If conflicts are presented, however, be sure to provide the means to resolve them.

III. Words Into Action

In the preceding pages, we have summarized a great deal of research and theory. We have described some current thinking about citizenship education. We have also described what research and theory tell us about three significant influences on children's citizenship education. Finally, we have outlined some recommendations for using these influences to enhance children's citizenship education. In short, we have summarized "words" about citizenship education.

In the following pages, we will turn these "words" into "actions" by describing 45 activities in citizenship education. Twelve are intended to be used by parents with their children at home. Fifteen are programs that can be carried on by groups interested in contributing to children's citizenship education in the community at large. Eighteen are brief summaries of activities described in greater detail in the companion to this booklet, *Words Into Action: A Classroom Guide to Children's Citizenship Education*. To obtain these activities we contacted hundreds of teachers and directors of community organizations across the country, and we asked them to send us their best citizenship activities, lessons, and programs. We also read dozens of summaries of activities and programs that appeared in journals, books, and government publications.

We reviewed each activity to determine if it were a good illustration of the research and theory we summarized. We looked first at the developer's goals to determine if the activity dealt with one of the three influences we had discussed and, if so, which influence was stressed. We then examined each activity to determine its developmental level, the degree to which it challenged children, its relationship to real world personal experiences, and its educational usefulness. Next, we looked at the part played by children versus that played by adults. Finally, we looked at each activity to see if it were likely to help the children become more personally or socially responsible.

The activities we have included in this booklet were selected because we feel that they are good practical translations of the research and theory in citizenship education that we have summarized. They all involve, to some extent, the influence of role models, institutional environments, and considerations of individual development. They vary, however, in the amount of emphasis placed on each of these three influences, and they differ in the way they capitalize on these influences.

ACTION: Activities for Citizenship Education

In this section we present exemplary practices in citizenship education. They are divided as follows:

- Detailed descriptions of activities for the home
- Summary descriptions of activities for the community
- Brief summaries from *A Classroom Guide to Children's Citizenship Education*

The detailed descriptions of activities for the home follow a step-by-step format, and they can be followed like a recipe. The descriptions of community activities follow a different format—one that summarizes rather than details the activity. We do this because they are programs, and these programs are comprised of many activities which do not lend themselves to step-by-step descriptions.* Furthermore, the developers of these programs will, in most cases, supply detailed descriptions if asked.

Some of the community programs we summarize here also appear in the companion to this booklet, *Words Into Action: A Classroom Guide to Children's Citizenship Education.* They are community programs that were started by teachers who wanted to extend children's citizenship education. We included them in both booklets because we think that they can be used by anyone—teacher or not—who wants children to have community-oriented experiences.

Finally we have included brief summaries of the activities described in greater detail in the above-mentioned companion to this booklet. We believe that these activities are also good practical translations of the research and theory, and ones that are designed to be carried out by teachers or other school personnel. We include them here as food for thought for those readers interested in further coordinating the home, school, and community aspects of citizenship education. To help in this coordination, we have indicated in these brief summaries the main research or theoretical emphasis of each practice. We hope that these brief summaries will lead the interested reader to investigate the fuller descriptions of the practices in the *Classroom Guide.*

Below is a list of the home and community activities in this booklet. They are keyed to the influence which we feel is most emphasized by each one—role models, institutional environments, or considerations of individual development. We have adapted most of these activities in order to highlight the

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*We have included the names and addresses of all developers. They were provided by the developers themselves or taken from copies of their work and they are, to the best of our knowledge, accurate and current.

use of these influences, but we've made no significant changes in the content. We point out that this list is not rigid. There is overlap, and some activities could easily be listed under more than one influence. We offer this list only as a convenience; we hope the reader will use it flexibly.

Eight activities use strategies that mainly involve role models. They focus on the following recommendations.

Role models should:

- provide information accurately and clearly.
- provide children with sources of information or with information that they can verify.
- provide guidance for children but not preach to them.
- behave in a way which lets children know that it is important to consider many points of view and many sources of information.

Activities which for the most part stress role models are:

For 5 to 8 Year Olds	Looking at People	29
For 8 to 12 Year Olds	"All Kids . . ."	34
For Community Groups	Emergency Home Repair Program	45
	Golden Bridge Project	46
	Junior Educators of Tomorrow	48
	Project STOP	51
	Teaching-Learning Communities Program (T-LC)	54
	Teenage Health Consultants	55

Thirteen activities use strategies that mainly involve the institutional environment. They focus on the following recommendations.

The institutional environment should:

- allow and encourage open discussion and the opportunity for dissent.
- allow and encourage children to take the initiative in defining and carrying out their own learning experiences.
- allow and encourage children to participate in making decisions about things that affect them.
- closely relate to the real world in terms of what is being taught to children.

Activities which for the most part stress institutional environments are:

For 5 to 8 Year Olds	Helping Hands	27
	What Would You Do If . . . ?	31
	A "Where I Live" Booklet	32
For 8 to 12 Year Olds	Country and City Folk	35
	Daily Responsibility Timetable	36
	Encyclopedia Telephonia	38
For Community Groups	Citizenship in the Community	43
	Consumer Action Service	44

High School Medical Scholars 47
Parent Participation TV Workshop 49
Project JONAH 50
Solar Pioneers 53
Youth and Law.....56

Six activities use strategies that mainly involve consideration of individual development. They focus on the following recommendations.

Instruction keyed to individual development should:

- present material which is neither too complex nor too simplistic for the children's levels of mental, ethical, and social development.
- be linked to children's personal experiences—both past and present.
- expand children's mental, social, and ethical perspectives by exposing them to new situations.

Activities which for the most part stress individual development are:

For 5 to 8 Year Olds	Labels	28
	The Good Inside Us	30
For 8 to 12 Year Olds	Multicultural Cookbook	40
	Race to the Register	41
For Community Groups	Project Unity	52
	Youth Identity Program	57

I. Activities for the Home

Helping Hands
(For 5 to 8 year olds)

Skills Involved
Communication, Decision Making, Empathy

Materials Needed
Crayons, pencil/pen, paper

Time Required
About 30 minutes. Some parts of this activity may be repeated periodically.

Objectives
- to understand the concept of responsibility.
- to name, list, and complete several helpful tasks.
- to become aware that all family members have responsibilities.

Directions

Ask your child to define the word "responsible" and to give some examples of responsible behavior. Talk about the connection between responsible behavior and helpful behavior. Discuss the fact that all members of a family have things they are responsible for, and ask your child to name some responsibilities that other family members have. Then say, "Name some responsibilities you have."

Once this is done, give your child a blank piece of paper and say, "Trace your hands on this paper." Write this poem on the outline of the hands and read it with the child:

> These little hands will work for you,
> They can be important to the family, too,
> There are so many things these hands can do,
> By helping, they will say, "I love you."

At the bottom of the poem print:

"Dear (Mom, Dad), This week I will _____ ."

Help your child to choose a new responsibility, and write it in the second blank space. Periodically (each week) a new responsibility can be written in. Another idea is to have the responsibility sentence clipped onto the helping hands outline and periodically replace it with a new one.

Developer
Individual Differences
An Experience in Human Relations
Madison Public Schools
Madison, Wis. 53706

Labels
(For 5 to 8 year olds)

Skills Involved
Communication, Critical Thinking, Empathy

Materials Needed
4 cans of different sizes with the labels removed

Time Required
About 30 minutes.

Objectives
- to become aware of the concept of stereotyping.
- to recognize that looks may be deceiving.
- to become aware of one process underlying stereotyping.
- to discuss stereotyping and one way it starts.

Directions

Put the cans together and ask your child to pick a can of corn (or whatever) from the group. If your child does not know which can contains the corn, say, "Can you *guess* which can it is?" Then open the can.

Explain that this is one way stereotyping works. Say, "Remember how you couldn't tell which can had the corn in it? Well, people can't tell what other people are like from how they look. Just like you had to guess which can had the corn in it, people sometimes guess about the way others really are inside."

Point out that we can open cans to find out what's inside, but we can't open people. Explore different ways we can find out about how a person is inside.

Say, "Do you think anyone has ever stereotyped you? Do you know what I mean? I mean do you think someone has guessed what you are really like instead of talking to you to find out?" Talk about how your child felt. Then say, "Have you ever stereotyped anyone? Were you right or wrong? How did you feel about it?"

End the discussion by mentioning a few things which don't show on the outside but are important to a person's make-up (e.g., being kind to animals, enjoying walks in the park, etc.)

Developer
Individual Differences
An Experience in Human Relations
Madison Public Schools
Madison, Wis. 53706

Looking at People
(For 5 to 8 year olds)

Skills Involved
Critical Thinking, Communication, Research

Materials Needed
Pictures of Native Americans as typically portrayed—arrows, beads, etc. Pictures of people from other groups similarly portrayed. Pictures of Native Americans that do not include arrows, beads, feathers, etc.

Time Required
About 30 minutes. This activity may be repeated, however, using different ethnic or cultural groups.

Objectives
- to become aware of the concept of stereotyping.
- to recognize that popular media images may be stereotypes.
- to recognize that looks may be deceiving.
- to discuss stereotyping and discover some common ethnic and cultural stereotypes.

Directions

Ask your child to describe Native Americans. If the responses are stock stereotypic answers (e.g., they wear feathers, paint their faces, wear beads, shoot bows and arrows), show pictures of Native Americans, some of which do and some of which do not look like the stereotypes described by the child.

Say, "Do you think that anyone who wears beads and feathers or shoots a bow and arrow is a Native American?" Let the child think about it and answer. Discuss the answer with references to other pictures of people who are not Native Americans but wear beads and feathers. Then say, "Do you know what stereotyping is?" Talk about stereotyping people, how it is done, why it is done, and its consequences.

Bring the discussion to a close by making plans to go to the library to find out what Native Americans are really like.

(Note: This activity can be done using any ethnic group.)

Developer
Project RAISE
Signal Hill School District
40 Signal Hill Place
Belleville, Ill. 62223

The Good Inside Us
(For 5 to 8 year olds)

Skills Involved
Discrimination, Empathy, Communication

Materials Needed
Apples of different sizes, shapes, colors; a knife

Time Required
About 30 minutes.

Objectives
- to recognize and acknowledge that there are differences among people.
- to recognize that people are essentially alike regardless of differences in the way they look.
- to list human differences and similarities.

Directions

Ask your child to pick two apples out of a group of apples and to look at them carefully so that they can be recognized again.

After mixing the two apples together with the others, ask your child to pick them out again. Young children often have trouble doing this. If your child does have trouble, make the observation, "People are much like these apples. We are alike in that we are all human."

Ask your child to tell you how humans are alike. Answers may include, for instance, two arms, two legs, one nose, hair, one mouth. Go on to ask how humans are different. Answers might include hair length and color, skin color, nose size, or height.

Wash and dry two of the apples and cut each in half horizontally. Ask the child to look at the star in the middle. Explain that inside each person is something beautiful and special. Discuss some special things about your child and yourself such as special talents or accomplishments.

Developer
Erma Rohrer
930 Duke St.
Lebanon, Pa. 17042

What Would You Do If . . . ?
(For 5 to 8 year olds)

Skills Involved
Problem Solving, Speaking, Role Playing, Empathy

Materials Needed
None

Time Required
About 15 minutes for each role play.

Objectives
- to recognize that everyday dilemmas can be resolved through careful choices.
- to cope better in the face of perplexing situations.
- to resolve possible problems responsibly.
- to empathize with others who face individual dilemmas.

Directions

Present your child with a problem situation (e.g., "What would you do if you got lost?"). Listen to the answer and say, "How would you feel if you got lost?"

Act out the situation, letting the child assign parts. After you act out the problem the way the child imagined it would be, suggest reversing roles. Guide the child through the same situation, but role play a different solution. Discuss the child's reaction to your choice of what to do. Compare and contrast the results of each.

Role play and discuss various "What would you do if . . . ?" situations. Say, "Why don't you tell me some of the things that have happened to you?" Some examples are:
- Another boy or girl copied your homework without your permission.
- Someone scolded you for something you did but didn't know was wrong.
- You went to the store for your mother and didn't have enough money for what she asked you to buy.

Developer
Joseph and Laurie Braga
in *Children and Adults Activities for Growing Together*
Prentice-Hall
Englewood Cliffs, N.J.
$7.95 Paperback/$12.95 Hard Cover

A "Where I Live" Booklet
(For 5 to 8 year olds)

Skills Involved
Map Reading, Decision Making, Critical Thinking, Speaking, Artistic

Materials Needed
Pictures of your house and other places in your community, a map of the city and state, a globe or world map, drawing materials, paste and/or glue

Time Required
About 30 minutes. The booklet can be changed or added to periodically.

Objectives
- to locate the U.S. on a globe or world map.
- to recognize the state and particular community in which he lives.
- to discuss, list, and depict characteristics of a street and/or community which make them special.
- to develop pride in the neighborhood.

Directions

Ask your child, "Where do you live?" Be sure city, state, and country are included in the answer.

Then suggest that the two of you use maps to find exactly where you live. Help your child to find the United States on a globe or world map; then your state and city or town.

Finally, use a street map to find your street. Have your child mark an "X" where your house is located.

Tell your child you're going to make a "Where I Live" Booklet together. Suggest a picture or drawing of your house for the cover, and ask the child to think about what should be included in the booklet. Suggest things such as other houses, cars, alleys, flowers, trees, stores, other kinds of buildings, or animals.

Once it is decided what things to include, ask the child to talk about special people that might be included in a "Where I Live" booklet about the neighborhood.

Using drawing materials, album photographs, and magazine pictures, begin to create the booklet.

Suggest that the pages will change as time passes. Say, "Why do you think things in the neighborhood will change? Can you tell me what

things you think will change (e.g., cars, animals, or people who move in or out)? Suggest to your child that it will be necessary to change things in the booklet from time to time to reflect changes in the neighborhood.

Developer
Marg Sheppard
33 Russell St.
Toronto, Ont. M5S2S1

"All Kids . . ."
(For 8 to 12 year olds)

Skills Involved
Critical Thinking, Listing, Communication, Empathy

Materials Needed
None

Time Required
About 30 minutes.

Objectives
- to become aware of the concept of stereotyping.
- to recognize and list instances of stereotyping.
- to become sensitive to one process of stereotyping.

Directions

Introduce your child to the idea of stereotyping by discussing remarks often made by adults when they talk about children like: "All kids are trouble! They run in everyone's yard and step on bushes! They always spill food and leave toys all over the place!"

Ask about similar statements your child may have heard that refer to *all* children. Talk about how unfair such remarks may be to individual children. Bring the conversation around to instances where your child may have said things about *all* adults, *all* boys, or *all* girls.

Ask if it is fair to talk about *all* people like that.

Stress to your child that we should try not to judge *all* of any group by looking at the actions of a few people in that group. You might want to ask for a list of things your child has heard or said that demonstrate this kind of stereotyping. Or ask your child to write a list of things describing what it is to be a boy or what it is to be a girl. Once the list is complete have your child cross off some phrases which could apply to both boys *and* girls.

Developer
Individual Differences
An Experience in Human Relations
Madison Public Schools
Madison, Wis. 53706

Country and City Folk
(For 8 to 12 year olds)

Skills Involved
Drawing, Communication, Writing/Printing, Critical Thinking, Empathy

Materials Needed
Paper, crayons, pen/pencil

Time Required
About 30 minutes. This activity can be repeated periodically using any very different place (e.g., a foreign country).

Objectives
- to compare and contrast characteristics of city and country dwellers.
- to recognize and list differences in individuals that relate to their surroundings.
- to recognize instances of stereotyping.

Directions

Introduce the idea of country versus city living by asking your child to imagine what it would be like living in a different area. You might ask, "What do you think children who live in that area are like?"

Have your child draw representations of people who live in the area. If there are differences in the drawings, have your child describe them and explain why they were included. Then provide statements about city dwellers or country dwellers for your child to complete (orally or in writing). The statements could be about what children who live in the country (city) do for fun, what they do in school, or how they feel about living where they do.

Discuss your child's responses. Ask if *all* country (city) people are alike. Explore more fully some obvious differences and talk about some similarities. Be sure to stress that answers should be based on facts. Use the country (city) people the child may know to illustrate your points. Bring the conversation around to the idea of labeling and stereotypes and the misunderstandings often based on stereotypes.

Developer
Individual Differences
An Experience in Human Relations
Madison Public Schools
Madison, Wis. 53706

Daily Responsibility Timetable
(For 8 to 12 year olds)

Skills Involved
Decision Making, Evaluation, Speaking, Artistic, Empathy, Critical Thinking

Materials Needed
Drawing compass, drawing materials

Time Required
About 45 minutes. Some parts of the activity may be repeated periodically.

Objectives
- to develop a clearer idea of what responsibility means.
- to compare and contrast individual responsibilities with those of a parent.
- to better understand how people in a family depend upon one another.
- to manage time with consideration of personal needs as well as family needs.

Directions

Ask your child to list some personal family responsibilities. Discuss the fact that everyone in the house has responsibilities and some rely on the action of others. Offer an example such as dinner having to be at a certain hour to fit the schedules of others in the home.

Ask your child to give some examples of responsibilities which depend on those of other family members (e.g., going to baseball games but having to be driven when someone has time and a car).

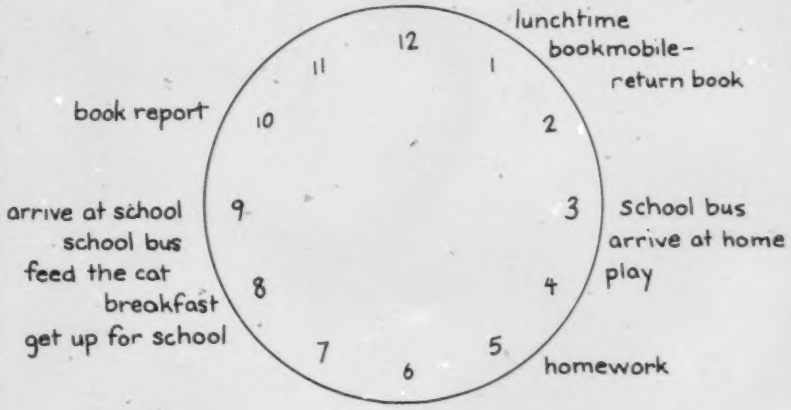
Suggest that you and your child create separate Daily Responsibility Timetables (see sample attached). On large pieces of paper, use the compass to draw the clocks. Label them in pencil according to your personal daily schedules.

Together put responsibilities and play time on the clocks, discussing which responsibilities may change during the summer when school is out and which ones would change on weekends.

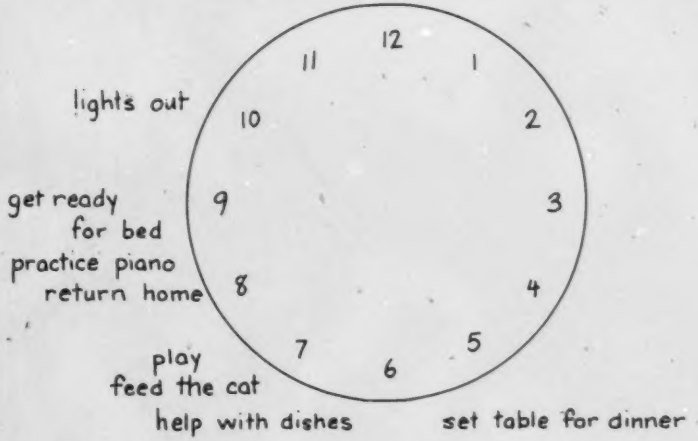
As your schedules and responsibilities change, fill in new clocks.

Sample
Daily Responsibility Timetables
(For Child)

Day *(draw hands on the hour you awaken)*



Night *(draw hands for bedtime)*



Developer
Marg Sheppard
33 Russell St.
Toronto, Ont. M5S2S1

Encyclopedia Telephonia
(For 8 to 12 year olds)

Skills Involved
Research, Critical Thinking, Speaking, Problem Solving, Decision Making

Materials Needed
Area telephone directories

Time Required
About 30 minutes.

Objectives
- to clarify word definition and develop research skills (e.g., using guide words, recognizing symbols, following cross references) while learning how to use telephone directories.
- to use the telephone directories in order to identify and to locate the community's various businesses and services.

Directions

Ask your child to describe the differences between the white and yellow pages of the telephone book. Discuss the value of telephone books for finding out about the community and ask your child to use the telephone books to answer some questions about the community.

Each locality will need its own set of questions, but the following may serve as suggestions:

White pages
- What number do you dial in case of emergency? (Discuss what an emergency would be.)
- What is the phone number of the State Police? On what page can you find it quickly?
- What is the area code for your state? Is there more than one?
- Where is the zip code map?
- If you put in a call to California from Pennsylvania, what time difference should you allow for? Where did you get this information? Why does time difference matter?

Yellow pages
- How many places are listed where you can get a knife sharpened?
- How many pediatricians are listed?
- You need to rent a pair of crutches and a wheelchair for an injured relative. Does any company listed rent both?

You can prepare your own set of questions ahead of time and gear them toward the particular interests and needs of your child (e.g., sporting goods stores for athletic children, fabric shops or wholesale dealers of materials for those interested in sewing or fashion).

Developer
Mildred Berkowitz
Portsmouth Middle School
North Dartmouth, Mass. 02747

A Multicultural Cookbook
(For 8 to 18 year olds)

Skills Involved
Research, Organization, Decision Making, Problem Solving; Skills Associated with Cooking; Empathy

Materials Needed
Various cookbooks, recipes from magazines or newspapers, cooking utensils

Time Required
No specific time requirements.

Objectives
- to find, copy, and try ethnic recipes.
- to plan and prepare ethnic meals.
- to compare and contrast cultures by comparing and contrasting their foods.

Directions

Ask your child to name some foods that are associated with particular cultural or ethnic groups (e.g., spaghetti, egg rolls, tacos). Suggest that both of you find out how to make some of these dishes, and try making a few.

Create a multicultural cookbook. Copy recipes from cookbooks or magazines or newspapers. Put them in a notebook, arranged according to their cultural origins.

Help your child make some of these dishes, or let your child make them with your guidance. Your family could have a multicultural meal once a week or once a month.

Developer
Adapted from the
What's Worked Files of the Home and School Institute
Trinity College
Washington, D.C. 20017

Race to the Register
(For 8 to 12 year olds)

Skills Involved
Mathematical Calculations, Artistic, Decision Making, Direction Taking

Materials Needed
Game: dice, large piece of posterboard, felt tip pens, paste or glue, pictures of products from coupons or newspaper ads, different coins to use as game tokens, paper and pencil

Time Required
Making the gameboard takes about an hour. Each game takes 10 to 20 minutes.

Objectives
- to discuss what the term *consumer* means.
- to understand what shopping entails.
- to understand the need for a food budget.
- to manipulate numbers more easily.
- to create a gameboard and make new rules for similar consumer games.

Directions

Discuss the term "consumer" with your child. Describe different things that consumers buy or use. Have your child list some things that persons in your family buy. Talk about budgeting money and how some things, such as food, are "needs" and others, such as toys, are "wants." Point out that "needs" are generally more important than "wants."

Suggest that you and your child create a consumer game called "Race to the Register" and then play it. With the posterboard and felt tip pens, create a winding game path that represents the aisles of a supermarket. Label areas according to the general kinds of goods found in a market (e.g., meats, frozen foods, vegetables, fruits, bread, and dairy products).

Ask your child to find coupons or ads which show pictures that represent the different product categories. Cut them out and paste them on the board on their respective aisles. Each picture is a space, and each one should contain the price of the item.

Draw a register (or use a picture) at the end of the gameboard and begin discussing the rules.

Explain that to play the game you throw the dice and move the coins around the board landing on spaces, buying products. When you reach the register, you add up the bill. If you spent no more than your budget allowed, you won. Let the child choose the budget limit within $15.00.

Play the game, keeping a list of things bought and their prices. Discuss possible changes in rules (e.g., not having to buy what you land on or making spaces for "sale" cards where percentages off certain products are possible).

Suggest that you make a "Race to the Register" game for stores that provide other consumer needs (e.g., toys, sporting goods, etc.).

Developer
Irene Butcher
Dearborn Heights, Mich. 48127

II. Activities for the Community

Citizenship in the Community
Merit Badge Program in the Boy Scouts of America

Community Characteristics

There are no unique community characteristics associated with this program. If there is no Boy Scout Troop in the community, BSA can send information on how to start one.

Participants

This program is available to members of the Boy Scouts of America.

Summary

Citizenship in the Community is a program of thirteen requirements which when completed earn the Boy Scout a citizenship merit badge. The activities require that the scout gather information about the community's history, geography, and ethnic composition, and that he investigate and solve specific community problems. In doing this, the scout must visit various departments of local government and attend their meetings. He must know about other community organizations and participate in the activities of one such organization (e.g., the 4-H Club or the "Y"). A culmination activity calls for the scout to devise and carry out his own community service program such as helping to get voters out on election day, working with children, or aiding the handicapped.

Outcomes

Citizenship in the Community can help a youngster's research and writing abilities as he learns more about various community groups, the community's economic status, its places of interest, and particular problems. The merit badge requirements expect the youngster to help resolve some of these problems. In doing this he sharpens his decision-making and problem-solving skills. He also has a chance to exhibit his leadership capabilities as a responsible citizen by working with local government and other community groups to solve community problems.

Contact
Local Boy Scouts of America Troop
For information about local troops contact
Boy Scouts of America National Office
North Brunswick, N.J. 08902
(201) 249-6000

Consumer Action Service

Community Characteristics

This program has been successful in a variety of urban and suburban neighborhoods in the St. Paul/Minneapolis area.

Participants

All senior high students in the St. Paul Public School District are eligible. Presently, 230 youth belong to Students Serving Students, the organization through which the *Consumer Action Service* functions.

Summary

The Consumer Action Service grew out of a course in the St. Paul Open School. Today it involves many of the students participating in the Students Serving Students Program which draws 10th, 11th, and 12th graders from eight area high schools. Student participants have developed and produced the *Student Survival Handbook* which has 88 pages of information designed to help teenage consumers buy a car, find pregnancy testing, learn about their legal rights and responsibilities, and so on. The *Consumer Action Service* also sponsors a Career Day, the last of which was made into a local television special where 30 community resource people explained such professions as carpentry, data processing, or funeral direction to 150 students. *Consumer Action Service* also publishes "Open Action," a newsletter for students and community members which reports the organization's activities, lists job openings for adolescents, and offers health advice.

Outcomes

Dealing with consumer complaints gives participants in the *Consumer Action Service* practical experience to help them develop their problem-solving, communication, and decision-making skills. They can learn more about the rights and responsibilities of the consumer in our society and better understand the practical side of consumer life, such as how to buy a car, rent an apartment, or return defective merchandise. The *Consumer Action Service* enables youngsters to take a leadership role in their community. This involvement often gives them a strong sense of responsibility which bolsters their self-esteem.

Contact
Elizabeth Lampland, Director
Students Serving Students
97 East Central Ave., St. Paul, Minn. 55101
(612) 292-1225

Emergency Home Repair Program

Community Characteristics

This program has been successful in an urban community which has housing problems.

Participants

Young adults aged 16 to 21 work with professional building contractors doing repair work for retired or disabled persons.

Summary

The *Emergency Home Repair Program* is the result of the combined efforts of Portland's school system and the city's Human Resources Bureau which is funded primarily by a federal Housing and Community Development Block Grant. The main goals are to provide youth with an alternative educational experience and to improve community housing. Young people do repair work on the homes of poor, elderly, and handicapped community members. They work with professional contractors and public service employees to install new handrails, restore complete rooms, or do other assorted carpentry work. The professionals donate their time, the public service employees are remunerated through government funding, and the high school participants receive course credit. The students spend half of each school day on construction sites. Work Experience Coordinators oversee their school and repair work. The coordinators provide tutoring or special classes for academic subjects.

Outcomes

Young participants in this program learn practical home repair and construction skills, and they gain an opportunity to assist elderly and handicapped community members. Through their repair work activities, the young adults often realize their individual potential and increase their sense of pride and responsibility. They can develop communication skills and the ability to work cooperatively and constructively with others. The elderly and handicapped individuals acquire improved housing and often develop a respect for the young people who do the work for them. The community gains low cost housing repairs, a nicer looking neighborhood, and safer homes.

Contact
Marian Scott
34 N.E. Killingsworth St.
Portland, Ore. 97211
(503) 288-8131

Golden Bridge Project

Community Characteristics

There are no unique community characteristics associated with this program except the presence of a fairly large number of elderly people in the community.

Participants

Golden Bridge Project participants are 14 to 17 year olds with behavioral or personal problems. They are referred to the project by family or school counselors and juvenile probation officers.

Summary

Golden Bridge Project trains young people to provide companionship and services for the community's elderly persons. The youngsters are called Junior Aides and their services include helping with housework and yard work, reading, and writing letters. Each Junior Aide puts in 4 to 5 hours a week and earns $2.90 an hour. Before going into the homes of the elderly, the aides receive training which includes an orientation to the goals and methods used by Family Service, exercises in attitude development, and role-playing exercises which aim at helping volunteers develop a better understanding of the problems of the elderly. As a part of their service, the participants attend weekly seminars at the Family Service Office. The seminars include discussions of the health, safety or nutritional problems individual clients may face, maintenance of confidentiality, and other topics related to aging. The *Golden Bridge Project* receives funds from CETA (Comprehensive Employment Training Act), the Ohio State Department of Economic and Community Development, and the Federal Juvenile Justice and Delinquency Act of 1974.

Outcomes

Teenagers are given the chance to become aware of the problems of older citizens and handicapped people and to play a part in solving those problems. In assisting others with household tasks and personal needs, the participants often further develop their reading and writing skills. They may also learn new skills. They earn pocket money and may gain a sense of contribution through responsible activity. In return, the older or handicapped clients gain the teenagers' services and, perhaps, a greater appreciation of young people.

Contact
Sue Bolton, Project Director
Family Service of Butler County
111 Buckeye St., Hamilton, Ohio 45011
(513) 868-9222 or 868-3249

High School Medical Scholars

Community Characteristics

This program operates in a rural community where there are few dentists, doctors, or other professionals.

Participants

Juniors and seniors from seven high schools participate in this program. They are high achieving students who are interested in the health fields of medicine or dentistry and have a minimum grade average of B+ or higher.

Summary

High School Medical Scholars is a program run by the University of Mississippi Medical Center, through the Office of Minority Student Affairs, which sponsors a series of weekly lectures and seminars for gifted high school juniors interested in entering the medical profession. The hour-long lectures are delivered by the center's medical students and include such topics as pregnancy, drug abuse, dentistry, and medical history. Each series of four or five lectures culminates in a seminar led by doctors or dentists specializing in these fields. High school seniors, as second-year participants, attend weekly sessions in human physiology taught by the faculty at the medical center. At the end of two years, participants receive certificates of participation for their records. Also, their progress through postsecondary schools is followed.

Outcomes

Participants, through their contact with professionals in academic as well as informal environments, gain a way to increase their sense of maturity as well as their medical knowledge. The training they receive is designed to help prepare them for future careers in the medical profession. Through this program it is hoped that students will also become aware and proud of their unique capabilities and will gain self-confidence. The medical students, as well as the professionals who volunteer their time to this program, gain an opportunity to influence and guide motivated youth as well as a way to enhance their own sense of self-worth and community service.

Contact
Peter Stewart, Director
University of Mississippi Medical Center
2500 N. State St., Jackson, Miss. 39216
(601) 968-4910

Junior Educators of Tomorrow (JET)

Community Characteristics

This program has been successful in rural communities where there are high rates of unemployment and poverty, and a strong need for additional social and educational services for youth and the elderly.

Participants

There are no formal requirements for participants.

Summary

JET began as a way to combat community apathy and to enlist the aid of community members in building a Community Activities Center. Today, *JET* is a major community resource, providing a variety of programs for the young and old to share. Programs offered include parents teaching other parents reading or cooking skills; a student/senior citizen exchange where the elderly learn or relearn academic skills while teaching youngsters practical or artistic skills; a nutrition program which provides free food to senior citizens 60 or older; an adult education program where teachers provide schooling to the elderly in exchange for their unique skills and experiences; a day care center for handicapped adults run by community volunteers; and Teen Age Parents Prevention (TAPP) where parents 13 to 21 years old counsel their peers.

Outcomes

Youth who take part in *JET* are gaining the opportunity to develop communication skills and to increase their understanding and appreciation of the elderly and the handicapped. In turn, the elderly have a chance to work with young people and perhaps gain a clearer understanding of and respect for them. Both young and old have the opportunity to teach each other many skills such as reading, cooking, or arts and crafts. This opportunity can lead to a greater sense of self-esteem and self-fulfillment. The many recreational activities sponsored by *JET* enable youngsters to develop their physical potentials. In addition to providing an organizational framework for community improvement and education, *JET* can help a community gain a sense of unity and help give community members a sense of cooperation, purpose, and self-direction.

Contact
Mrs. Jessica Battle
Route 1, Box 124 A
Hurtsboro, Ala. 36860
(205) 667-7944

Parent Participation TV Workshop: A "Teachers Guides to Television" Project

Community Characteristics

This program has been successful in many kinds of communities: rural areas; college towns; and large urban centers.

Participants

There are no special qualifications for participation. Full details are contained on application forms available from Teachers Guides to Television at the above address.

Summary

In a *Parent Participation TV Workshop*, groups of parents and children watch specific television programs together in a church, a school, or a community center. Discussion leaders, using a handbook distributed free to participants, lead a series of structured discussions based on the concepts stressed in the television program. Programs focus on various themes such as the exploration of first love, honesty, or the meaning of friendship. The structured discussions are designed to open communication between parents and children and to help them to know each other. Often this leads each participant to take a closer look at himself/herself. The workshop handbooks include summaries of the topic areas covered in the TV program, the aim of the program, any prerequisite teaching required before viewing, a synopsis of the program, and ideas for further exploration of the topics dealt with. The format usually includes a previewing discussion in which parents and children are alerted to a set of questions to be answered silently as they view the program, and structured postviewing discussions.

Outcomes

All participants can clarify their values, express and communicate their opinions, recognize their own and others' biases, and examine many contemporary issues included in various television shows. Children can enhance their communication skills and individuality as a result of discussions with adults and other children. These discussions are structured to help both adults and children express their beliefs and feelings and to enable all participants to develop a clearer understanding of themselves. These discussions also allow them to understand and appreciate the emotions, opinions, and ideas of others.

Contact
Edward Stanley, President
Teachers Guides to Television
699 Madison Ave.
New York, N.Y. 10021
(212) 688-0033

Project JONAH

Community Characteristics

There are no community characteristics associated with this program.

Participants

There are no formal requirements for participants, but different activities suggest differences in adult supervision or in children's ages.

Summary

Project JONAH is an international program which strives to educate children about sea mammals and to raise children's awareness of the plight of whales and dolphins. Toward these ends, the Project offers guidance for children who want to find out about these mammals. *Project JONAH* sponsors a "Save the Whales" campaign, in which children write letters of protest to embassies of countries that are still killing whales indiscriminately. Potential activities suggested by *Project JONAH* include making scrapbooks of whale articles and pictures to share with other children; designing and creating a "Save the Whales" button; exhibiting artistic renderings of whales; writing and sharing poetry about whales; and writing press releases for local newspapers to publicize the efforts of *Project JONAH*.

Outcomes

Children who are in *Project JONAH* can increase their research, reading, and writing skills as they learn about whales and dolphins. The Project helps them develop an understanding of the concept of extinction and its consequences. The children's verbal communication skills can be sharpened through discussion of the issues involved in protecting endangered animals. In *Project JONAH* students can engage in verbal and written activities aimed at making others aware of the extinction problem and, as a result, they often develop leadership skills. As the children involve themselves in this cause, they often increase their sense of compassion, self-esteem, and responsibility.

Contact
Joan McIntyre, President
Project JONAH
Box 40280
San Francisco, Calif. 94140

Project STOP

Community Characteristics

This program has been operated in several urban and suburban communities in California.

Participants

Student trainees are 7th and 8th graders who are academically able and willing to tutor younger students in crime prevention.

Summary

STOP is a school crime prevention and law awareness project designed to help schools establish a cross-age teaching program where older children teach younger ones. The teaching units themselves are structured by the professional staff of *STOP*. These units make it easy for the young people to learn various teaching strategies, such as role playing and puppetry, that will help them in their roles as teachers. Materials provided by *STOP* include films, a teacher's instructional manual, and a student's manual. The 7th and 8th grade student instructors are divided into teams of three, each team being responsible for teaching a group of elementary school children about one of the many topics offered: vandalism, drug abuse, shoplifting, juvenile justice, and the like.

Outcomes

The 7th and 8th grade participants are given a chance to gain a greater sense of responsibility and self-esteem by assisting in this crime prevention program. Along with the elementary school children they teach, the middle school participants can increase their knowledge and awareness of crime and its prevention. Teaching also helps them strengthen their leadership and communication skills.

Contact
Mrs. June Sherwood
Office of the Attorney General
Los Angeles Headquarters Office
3580 Wilshire Blvd. - 9th Floor
Los Angeles, Calif. 90010
(213) 736-2366

Project Unity

Community Characteristics

This program has been operating in urban and rural communities whose families are extremely poor and predominantly black. There are high levels of delinquency and drug abuse, and many school dropouts.

Participants

Project Unity involves youngsters with a broad spectrum of community volunteers. Many of the youth are former delinquents.

Summary

Project Unity offers youth many different activities and programs. One program involves them in a community beautification project. They participate in park restoration and maintenance, using masonry and landscaping skills. In another program young people paint murals on community buildings. Yet another activity in *Project Unity* is a counseling program for community children. This program is conducted by interns and graduates of two local colleges. An employment program, called the Community Youth Job Bank, works with local business to create jobs for youth in the local community. *Project Unity* also offers a variety of recreation and sports activities.

Outcomes

Because *Project Unity* engages in a variety of activities, there are many proposed outcomes. Youth can acquire practical skills in landscaping, construction, and public art. There is an opportunity for them to meet and work cooperatively with many different community members, thereby sharpening their leadership and communication skills. From these constructive interactions they can gain practical experience, a sense of responsibility and achievement, and a greater understanding of their community. The youngsters who participate in *Project Unity*'s counseling and employment program are offered the chance to gain some understanding of their own strengths and weaknesses as well as some career guidance. *Project Unity*'s athletic programs provide constructive outlets for youthful energy and competition.

Contact
Walter Jones, Director
P.O. Box 572
Canton, Miss. 39046
(601) 859-6179

Solar Pioneers

Community Characteristics

The specific project may vary according to the specific location of the community involved. This project's solar powered building was designed according to the environmental needs of Lee County, Florida.

Student Participants

Participants in this project are 7th and 8th graders from eight middle schools and a variety of students from the county's vocational-technical high school.

Summary

Solar Pioneers grew out of a need to solve a classroom space problem. Students decided they needed a new, larger classroom. After researching wind power, water cooling systems, and wood burning heat systems, they chose to erect a building that utilized solar power. Each of the middle school students (alone or in pairs) spent time developing a working scale model and after presenting their ideas to one another, the class chose a composite design. The blueprints were drawn up by drafting students from the vocational-technical high school who were guided by local architects. Volunteers from the community, parents, and students started the building and to date the support pilings and framing have been completed. In addition, the middle school students have developed an audiovisual presentation and pamphlets describing their project and the technology involved in building a solar-powered shelter.

Outcomes

In this program, students have the chance to learn a large number of technical, research, and practical skills as a consequence of planning, designing, and building a cost-efficient, energy-efficient classroom. They can increase their knowledge of energy conservation and solar technology. They can develop an understanding of the technical steps involved in going from idea to reality as they sharpen their problem-solving and research skills. This activity provides opportunities for youngsters to learn useful communication and leadership skills by working with others such as vocational-technical students, community resource people, local architects, and contractors. The high school vocational-technical students are given the opportunity to master particular skills in masonry, drafting, plumbing, and so on, in a real world experience. Both the middle and high school students can get a taste of success, and this helps give them a sense of community contribution and self-esteem.

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Teaching-Learning Communities Program (T-LC)

Community Characteristics

There are no community characteristics associated with this program.

Student Participants

Children in kindergarten through the 6th grade may volunteer to participate in the Teaching-Learning Communities Program.

Summary

The Teaching-Learning Communities Program is designed to enable retired persons (called "grandpersons") over 60 years of age to share their skills and knowledge with elementary school children. The program is voluntary for all participants and can be established in an elementary school by the principal and one or more cooperating teachers. An important aspect of considering such a program is available space. Space is needed for conducting workshops and for any aides that might be brought in for the project. Prospective grandpersons can be made aware of a *T-LC* program's existence through community newsletters and bulletin boards, friends and other publicity. They may then call the school to offer their skills and the times they are available. Usually, *T-LC* projects run 4 to 6 weeks, 2 hours a week throughout a semester. During these sessions, about five children interact with one grandperson while learning a particular skill or subject. Presently there are 11 elementary schools involved. Sessions include poetry writing, lacemaking, woodworking, marionette design and construction, and dramatics.

Outcomes

Children are given the chance to increase their knowledge or learn new skills under the close tutelage of elderly persons. They can gain a better understanding of grandpersons and learn to communicate with and respect those much older than themselves. The grandpersons develop more self-esteem as a result of sharing their skills, and all participants may experience personal development from the close interaction involved in *T-LC*.

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Teen Age Health Consultants

Community Characteristics

There are no unique community characteristics associated with this program, but because of the sensitive nature of much of the information involved, it is vital to secure parental permission.

Student Participants

Teen Age Health Consultants are high school students who volunteer their services and have parental permission to become a part of the program.

Summary

Teen Age Health Consultants (TAHC) is a health education program which has 16 affiliates across the nation. Participating students learn useful health information as they are trained to provide educational and counseling services to their peers. *TAHC* provides the necessary training for these community volunteers to learn the information and counseling strategies. Once the adolescents are trained, they may run after-school referral centers for other teenagers or provide counseling and guidance in junior and senior high school health classes. Teenage consultants have also developed videotapes dealing with contemporary teenage health topics such as smoking. These tapes are available to schools and organizations through *TAHC*. *TAHC* members have also made presentations and have helped develop health curricula for churches, youth groups, and clinics.

Outcomes

These adolescent health consultants learn a great deal of practical medical information. Because they are trained to be counselors, they can also learn how to communicate this knowledge with compassion and understanding. As these teenage consultants help their peers understand more about various topics in health and medicine, they often enhance their self-image and sense of contribution. Serving as role models who help solve some of the problems of their peers can increase the consultants' leadership potential and self-respect. The young people who are counseled benefit by learning more about their physical and mental health.

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Youth and Law

Community Characteristics

This program operates in a white-collar community near an urban area which has a juvenile treatment center for boys nearby that is willing to work with the school.

Student Participants

Juniors and seniors in a private school for girls choose this project as an elective course. The requisites are parental permission and guidance counselor approval.

Summary

Youth and Law stresses the obligations of responsible citizenship by enlisting student volunteers to work as teachers in a nearby correctional institution. For two hours a week, the junior and senior students, under teacher supervision, visit the nearby Juvenile Secure Treatment Center to teach civil and criminal law cases to inmates. The program offers structured learning experiences which include examination of legal cases and situations, as well as less structured discussion sessions between the students and inmates. Students spend an hour a week discussing their activities and experiences, and preparing new material for their next visit.

Outcomes

By discussing law with the inmates of a juvenile treatment center, the students can broaden their perspectives and possibly develop awareness of social problems. The program encourages the students to strengthen their knowledge of law and the juvenile justice system in a democratic society. The students also have a chance to sharpen their communication skills and use them in a real world setting. Their experiences contribute to their sense of empathy and their sense of responsibility. The people in the treatment center learn more about the law, and all involved can increase their understanding of how to change the legal system for the better.

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Youth Identity Program (YIP)

Community Characteristics

This program operates in all boroughs in the city of New York. Communities with gang problems, high youth unemployment, and high dropout rates benefit from this type of program.

Student Participants

"Problem youth," aged 9 to 20, are serviced by *YIP*. The participants join voluntarily and are generally former gang members, inmates of correctional institutions, or antisocial young people.

Summary

To help problem youth make social adjustments, the *Youth Identity Program* operates youth awareness programs and coordinates general community improvement projects. *YIP* aims to rehabilitate ex-members of gangs, to keep young inmates from returning to correctional institutions, and to provide educational and job opportunities for youth. To these ends, *YIP* offers group counseling at a community center and individual counseling there if needed. The group counseling is run by youngsters for youngsters. Counseling programs also exist in conjunction with the New York City Department of Corrections, servicing thousands of young offenders at Rikers Island, a juvenile detention center. Also, *YIP* sponsors a job placement service which has a high rate of success; a vocational training program where senior citizens train youth in arts and crafts; and a physical development program which includes year round sports competitions and events.

Outcomes

Participants are given a chance to gain a keener sense of self-worth and responsibility by working in various activities sponsored by *YIP*. Members who conduct peer group counseling can sharpen their leadership abilities. Members who interact with senior citizens often increase their ability to understand, respect, and empathize with people different from themselves.

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III. Summaries of School/Classroom Activities in *Words into Action: A Classroom Guide to Children's Citizenship Education*

The following four activities primarily focus on recommendations associated with *Role Models*.

Art Class Aides enables children in 4th, 5th, or 6th grade to assist teachers in the art classes of younger students. The aides help the younger children do such things as choose their materials and organize their work space. This activity may be carried out in a variety of subject areas where the teacher desires to give more authority to those students who can carry out some teaching responsibilities.

The Citizen Ship, for children in 1st, 2nd, or 3rd grade, is designed to help develop a personal definition of the word citizenship, and to differentiate between *good* vs. *bad* citizenship. A poster of the "U.S.A. Citizen Ship" is put on the bulletin board. Cards marked with *good* and *bad* citizenship behaviors (e.g., "A good citizen obeys traffic signals when crossing the street.") are placed in a pocket beside the ship. Periodically, children pull a card, and if it is a *good* behavior, place it in a pocket inside the ship outline. More complex citizenship behaviors are added as the year progresses. Brief discussions can take place which allow children to think up some good and bad citizenship behaviors for the cards.

The Message of the Media enables youth in 10th, 11th, or 12th grade to discriminate between facts and opinions as presented in the media. After reading various newspaper or magazine articles which cover a specific event or issue, the students are asked to list which ideas in the articles are fact and which are opinion. They discuss their lists and compare their viewpoints. Further discussion includes how the headlines, pictures, or placement of the article affect the students' reaction to the news issue being reported.

Students as Teachers is designed for junior and senior high school students. This activity gives the students a chance to assume the role of a teacher by choosing a topic, then researching and preparing a lesson plan which they will deliver. The teacher gives those who volunteer sufficient time to develop their lesson and must approve the final lesson plan. This activity may be incorporated into any school program and applies to nearly all subject areas.

The following six activities primarily focus on recommendations associated with *Institutional Environments*.

It's Against the Law is designed to help children in 4th, 5th, or 6th grade understand the social value of certain laws and how laws should reflect the needs of citizens. The class is divided into groups. Each group receives three outdated laws and discusses why society might choose to help change or do away with the law. Each group presents its ideas to the class. Then each student writes a law or rule he or she must follow which may seem silly. The class discusses these rules or laws, why they were made, and whether they really are silly.

Changing Laws, for children in 7th, 8th, or 9th grade, helps clarify why we have laws and how laws change according to the needs of society. Students find out from parents or older brothers and sisters about laws which no longer exist or have been changed (e.g., prohibition, the voting age). In class, the students exchange the information and discuss what events may have led up to the changing of each law cited. To further their understanding of how and why laws change, they may write a theme about how and why laws might change in the next 50 years.

Ignorance Is No Excuse is designed to enable children in 7th, 8th, or 9th grade to find out about laws that directly affect their lives and about some reasons for public safety laws. Grouped according to those who walk to school and those who ride, the students list laws which they think were written to protect them during their trips to and from school. They discuss the lists as a class and move to a discussion of school rules and the difference between school rules and laws.

Citizen Advisory Councils, for those in 10th, 11th, or 12th grade, is meant to help youngsters investigate citizen advisory councils and to find out who serves on them and what they do. Students discuss formal education: what it means and what it should do for children. They consider what part the public can play in deciding what schools should do. The class reads an excerpt of a newspaper article about a citizen advisory council that works well. The students then pretend to be the various factions which might be included in a citizen advisory council (e.g., parents, community leaders, teachers). They set goals for the school and share their ideas with each other and the principal. The class then works to incorporate its ideas into the school philosophy and goals.

Running the School Store is an activity suggested for 6th graders who are given the responsibility of operating a school store. Students assume the roles of inventory clerks, treasury clerks, salespeople, managers, and bookkeepers. They are in charge of ordering supplies (e.g., notebooks, pens, pencils, book covers), determining store hours, creating the advertising, adopting school store rules, checking receipts, and any other activities associated with running a school store. Any changes in procedure are initiated at class meetings and voted upon by the 6th grade as a whole.

You are the Judge: A Moral Dilemma, helps students in 10th, 11th, or 12th grade further their understanding of what a moral dilemma is. Based upon a true

case study, this activity has groups of students play the role of West German judges who are to decide whether an East German is guilty of a murder committed during his escape. The students analyze and evaluate the court testimony and then compare their reasoning and their decisions with those of the real judges.

The following eight activities primarily focus on recommendations associated with *Individual Development*.

Cultural Heritage Week is meant to enable children in 1st, 2nd, or 3rd grade to discover the different heritage of people in a class or school and to help them recognize unique features of these various cultural groups. This voluntary activity begins with the creation of a chart with the students' names and heritages. Throughout the semester, certain weeks are set aside to honor each heritage represented in the class. Parents are asked to donate their time or anything they might have that would contribute to the cultural display of food, art, clothing, music, and the like. At the end of each week's activities, the class discusses what they learned and what surprised them about the featured culture.

Spotlight of the Week is for children in 1st, 2nd, or 3rd grade. To help them recognize differences and similarities in people and identify their own particular personality traits, this activity allows each child to be the *most* important person in the class for one day. Students make props (e.g., microphones, press badges) and play the part of reporters. They interview the spotlighted child and ask questions to find out the child's likes and dislikes, pets, customs, favorite foods, and so on. One child is spotlighted per week, and the class discusses what they learned at the end of each interview.

Circles of Responsibility helps children in 4th, 5th, or 6th grade to understand the concept of responsibility and to recognize different kinds of responsibilities. Students fill out questionnaires about responsibilities they have at home, in school, and in their community. They discuss how their responsibilities affect others in these settings. They design individual "Circles of Responsibility Charts" which measure their progress in meeting old and new responsibilities. The charts are reviewed periodically. Children who have increased their responsibilities and/or faithfully met the ones they had receive an award at the end of the school year.

Naturalization Court Ceremony, for children in 4th, 5th, or 6th grade, is meant to help them recognize America's rich ethnic diversity and to see that United States citizenship is a privilege. Children discuss being an alien and different ways of gaining citizenship. They create posters and write letters welcoming new citizens to their community. If possible, they are taken to an actual naturalization ceremony. In class, they discuss their reactions to the ceremony and their feelings about having the rights and responsibilities of American citizenship.

Responsibility in Kenya and in America helps children in 4th, 5th, or 6th grade see the value conflicts that can exist between cultures. It also gives them a chance to resolve a cultural conflict and explain their reasoning. The class discusses cultural differences between American parents and Kenyan parents after researching cultures in each country. After reading a case study about a Kenyan child who is given to an American couple, the students are asked to resolve a conflict which is partly based on cultural differences. The students present their resolutions to the class and explain the reasons for their choices.

A Public Service Advertising Campaign is designed for children in 7th, 8th, or 9th grade. In this activity children design and create a public service advertising campaign using real advertising strategies. The class discusses public service advertising and selects a topic they believe important to the school community. After they collect facts associated with their topic, they decide upon a position to take and outline an advertising strategy to get the message across. They design leaflets, displays, contests, newspaper ads, and the like, and run their campaign for several weeks. At its end, the class discusses what they learned, whether the campaign was successful, which techniques worked, and what approaches could have been better.

Supreme Court Decisions provides children in 7th, 8th, or 9th grade with a chance to find out how laws are interpreted. It also helps them practice thinking and decision-making skills. The class reads sample supreme court cases and, in small groups, comes to its own verdicts. A reporter from each group shares the decision and reasoning with the class. The teacher reads the real decisions to the class and discusses the possible reasons behind the real judges' decisions.

Voter Registration, for 10th, 11th, or 12th graders, enables students to register voters in a local community neighborhood. They learn about voter qualifications, voter registration forms, and community canvassing techniques. The students learn to develop and interpret a voter profile for a neighborhood. The class researches a neighborhood with low voter registration and devises a strategy to register voters with the assistance of the County Office of Voter Registration. A canvassing sheet is prepared and the students canvass and register voters. The profiles are analyzed, and the class predicts how that particular community will vote.

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